DOCUMENT RESUME

ED 075 802 CS 000 506

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TITLE A Unit of Study for Inner City School Children: A Team Teaching Approach to Teaching Reading Through Literature.
PUB DATE 73
NOTE 75p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Curriculum Development; Developmental Reading; *Disadvantaged Youth; *Elementary Grades; Language Experience Approach; Linguistics; *Literature; Reading; *Reading Instruction; Reading Skills; *Unit Plan
IDENTIFIERS Spring Garden Elementary School

ABSTRACT

The purpose of this study was to develop a reading program that would allow for individual differences and that would attempt to develop in each child a desire to read and to improve his reading ability. Twenty-nine first-grade students and 30 third-grade students who were adjudged to be slow learners were selected from a school located in a deprived urban area. Children's objectives and teachers' objectives were written for the production of a play. A look-say beginning approach was used, involving basic skills from linguistics, language-experience, programed series, words in color, and some elements from the kinesthetic approach. Follow-up activities in different areas of literature were proposed that would allow the students to practice skills acquired during the first six weeks of the unit. The contents of this unit of study include (1) objectives, (2) initiating activities, (3) developmental activities, and (4) culminating activities. (WR)

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A UNIT OF STUDY FOR INNER CITY SCHOOL CHILDREN: A TEAM TEACHING APPROACH TO TEACHING READING THROUGH LITERATURE

by

Jeanette Quinn

and

Elaine Carty

Spring Garden Elementary School

Winter, 1973

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CHAPTER I

OVERVIEW

Objective

The object of this study was to develop a reading program that would allow for individual differences and develop in each child a desire to read and/or improve his reading ability. It was decided to produce and present a play as an immediate reward for the children and as a behavioral objective for the team, then follow up immediately with a different area of literature which would allow the children an opportunity to practice skills acquired during the first six weeks of the unit. Also, it would allow the team the opportunity to retest informally by observing and questioning for interest development, growth in oral language skills, and independent, individual or group work activities. The long-range objective was to develop programs that would inspire children to want to read and to improve their reading.

Environment

This study took place in an elementary school in a deprived area of North Philadelphia.

Pupils adjudged to be slow learners were chosen: twenty-nine from a first grade class and thirty from a third grade class.

Three teachers were involved: one teacher, female and black, with a M.A. in Reading and over fourteen years of classroom experience; one teacher, female and white, with a B.A. in Elementary Education and less than three years of classroom experience; and a student teacher, male, black, and a veteran. See appendix

In the morning the first grade was taught by Elaine Carty and the third grade by Jeanette Quinn. In the afternoon the student teacher, Wesley Holmes, joined these two teachers for team teaching.

CHAPTER II

OBJECTIVES

Children's Objectives

1. To give a viable chance for children to speak clearly and develop oral skills.
2. To introduce in first grade the vocabulary and skills they will be needing in second and third grades.
3. To develop large and small group situations, thereby promoting harmonious group interaction.
4. To develop a student team teaching situation involving more capable students of either grade.
5. To develop an interest in recreational reading.
6. To work with literature and recreational reading in order to promote impromptu thinking.
7. To utilize creative dramatics in order to encourage free flow of expression in the delivery of the child's individual parts.
8. To develop a desire within the children to work with all teachers within the team, regardless of ethnic or religious backgrounds.
9. To help children become aware of the importance of their holidays and other people's holidays within their community.

10. To create a working relationship between school and society.
11. To open avenues for the promotion of silent reading skills.

Teachers' Objectives

1. To develop within the teacher the awareness of the different (religious) backgrounds of the children.
2. To develop the ability to listen to the social interaction of children as they proceed through the development of the six-week unit.
3. To move children up and into higher levels of achievement.
4. To evaluate the team after the unit is completed.
5. To discover if this procedure would be an improved method for the introduction and/or improvement of reading study skills.
6. To expose, introduce, and instruct newer teachers to the team teaching method in a realistic setting. This setting is quite different from university theory.
7. To increase our ability to differentiate between developmental and remedial readers.

CHAPTER III

INITIATING ACTIVITIES

Steps of Organization

Because of the numerous avenues open to the classroom teacher for beginning a unit of study, it was decided to initiate this unit for the team through the selection of the play and by pre-testing the children. See Chart 1. It was initiated for the children by actually reading the parts. This took approximately four days. After following this procedure, it was then determined that certain tasks needed to be performed.

1. Conducting of sensitivity sessions in order to divide duties among the team, such as capabilities and willingness to perform specific duties.
2. Grouping of levels, flexibly organized:
   a. Interest groups.
   b. Skills groups.
   c. Total class.
   d. Boys and girls.
   e. Art--Mr. Holmes
      Dance--Miss Quinn
      Elocution--Miss Carty.

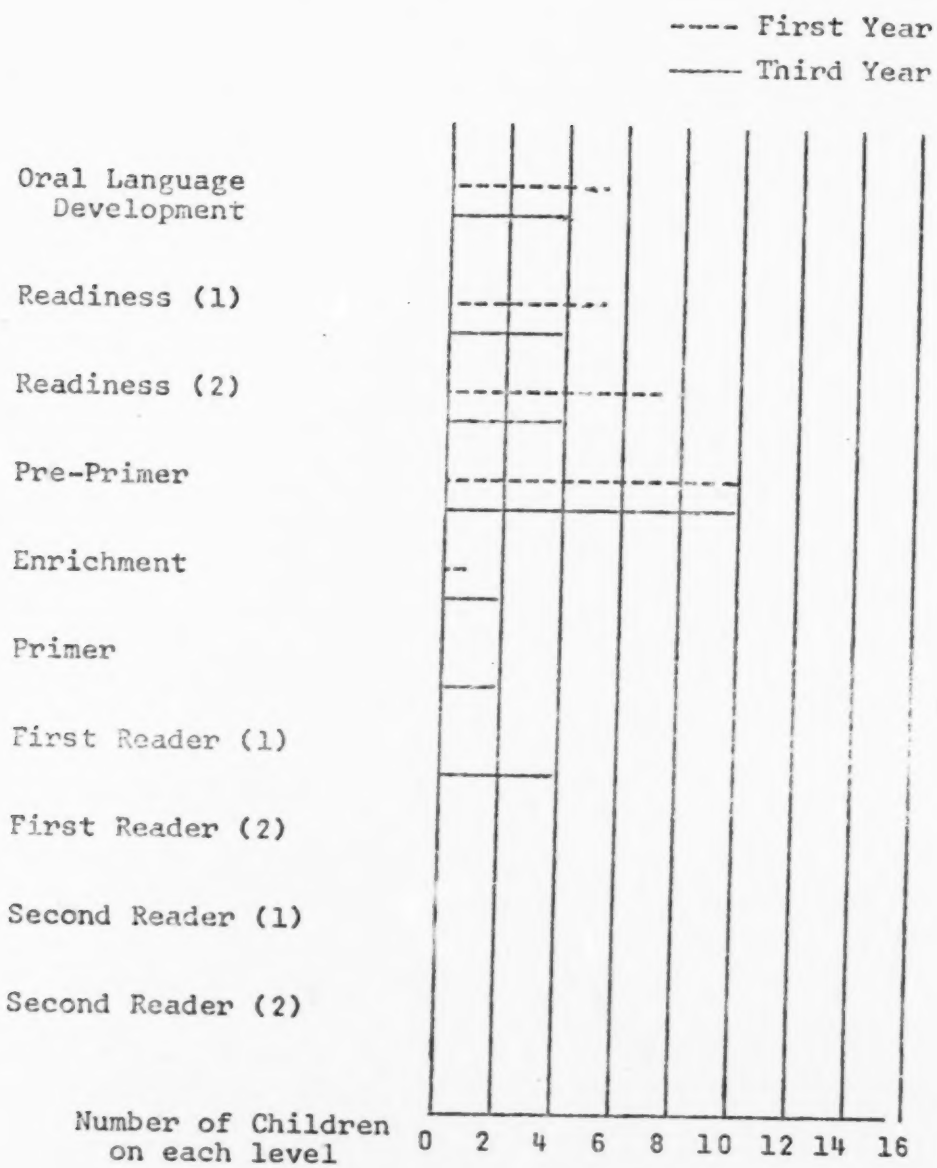

Chart 1--Pre-test of Levels of Instruction Within Grades 1 and 3

3. The unit material was broken into subjects and lesson plans were formulated.
4. Resource people were called upon:

   Mrs. Stumm--Librarian
   Mrs. Anderson--Art
   Mrs. Huskins--Secretary
   Mrs. Funderburk--Aide
   Mrs. Counter--Aide
   Mrs. Schwartz--Music
   Mrs. Sharkey--Speech

5. Notes were sent home to parents asking for help with the costumes.
6. Distribution of the parts to the children.
7. Rules of the teachers were decided upon.
8. Supplies were obtained.
9. Correlation of subjects for development of teacher's plans.

Correlation of Subject Matter

Language Arts

Reading:

1. Children will read the words of the play, Songs, and poems. (See vocabulary list in Appendix.)
2. Rhyming elements in the vocabulary will be stressed.
3. Because of the many books involved in the unit, the children will become familiar with the table of contents and title pages.

4. The students, by themselves, will have opportunities to read many books on poetry during group work in the library corner. After reading and looking through these books they will share their favorite poems with the class.

Phonics:

1. Children will learn the names of the letters in the alphabet and their sounds.
2. The elements of phonics will be drawn from the content: poems, songs, and play.

English:

1. Speaking Clearly--elocution skills, choral speaking, diction.
2. Children will learn the new words and meanings introduced by the poems and play. See vocabulary in Appendix.

Spelling:

1. Spelling words will be drawn from the materials of the play, songs, and poems. See vocabulary in Appendix.

Handwriting:

1. The children will have exercises in handwriting--

invitations, titles, writing poems, and thank-you notes.

Listening:

1. Listening skills will be developed as the children hear stories read or told by the librarian.

Speaking:

1. Discussion is a very important part of Language Arts and used throughout the entire unit. Many discussions about what we are learning and doing will take place.
2. Speaking skills will be developed.

Social Studies:

1. Many poems established important concepts in history for the children. Black history was stressed.
2. Many materials lend themselves to map study skills and the study of land formations.
3. Many of the materials involved every-day experiences of important social interaction.
4. Children were instructed on the cultures of other people, their customs, traditions and beliefs, whether different or the same.
5. Children were informed of their holidays and the traditions surrounding them.

6. Children experienced the use of the language of other people.
7. Children learn about different time periods in history.

Social Sciences:

1. By teaching about the culture of other people and then showing how it has integrated with the culture of the United States, the teacher is prompting a better understanding of a culture other than our own. This is very important in teaching children and teachers to get along with and understand other races and creeds.

Math:

1. Counting skills were used to instruct children to play the xylophone, to count lines of poetry, to count how many in a particular group, and count the months and put them in order.
2. Important math vocabulary concepts will be developed in the production of the play and poetry sessions--big-little, before-after-between, higher-lower, larger-smaller, young-old, fat-thin, taller-shorter.

3. Ordinal numerals will be taught and developed.
4. Measurement will be exercised through designing costumes in preparation for the play and designing displays to announce the play and poetry hour.

Physical Education:

1. Rhythmic exercises were used in preparation for dances in the play.
2. Drills and games were used to reinforce listening skills and following directions.

Health:

1. Many of the poems instructed the children in good health habits.
2. The children were directed to appreciate their environment and the factors affecting ecology.
3. They were also taught fire safety rules.

Science:

1. Children were instructed in the ways the change of seasons affect their lives--weather, animal life, plant life, and activities.
2. Children were guided through poetry to appreciate their environment and to find means to preserve it.

3. Lessons were prescribed on graffiti so they would begin to realize its destructive nature themselves.

Music:

1. Music was taught as an important art to man.
2. The difference between music and noise was illustrated.
3. Sounds of different instruments was taught.
4. The children were instructed to play the xylophone.
5. Music was used in the production of the play- for creative movement, rhythmic exercise, interpretive dancing, ballet, and songs.
6. Songs are poems put to music; songs were used in the poetry hour.

Art:

1. Elements of paper sculpture were used in order to illustrate specific poems.
2. Poems were illustrated on experience chart paper by individual children.
3. All the children illustrated their individual poetry work.
4. A frieze for the backdrop of the play was done.

5. Illustrations of poems was done on construction paper using different media--assorted chalk, water colors, tempra, and finger paint--to decorate the performance areas and to advertise the upcoming play and poetry hour.
6. Group work on collages. Still life was done abstractly to foster free expression.
7. Children used opportunities to decorate bulletin boards in preparation for the play and poetry hour.
8. Costumes were made for the play.
9. Props were made for the play and literature hour.

CHAPTER IV

DEVELOPMENTAL ACTIVITIES

The following organizational steps were seen as initiating activities for the teachers of the team and began by involving the team:

1. Making forms to fit the constant evaluation and appraisal of the unit, and grouping practices about to be embarked on.
2. Continuous evaluation of teacher's methods of dealing with the group.
3. Organizational meetings of the team as needed for team planning were developed during the hours of 12 - 12:50 p.m. and 3 - 4:30 p.m.
4. It was decided that team planning was needed for programming subject matter and re-evaluating group structure according to interest, skills and objectives, achievement, and activities.

Organizational Steps Before Presentation of the Play

1. Selection of appropriate children for the parts.

2. Check previous schedules of steps of organization.

3. Writing out masters for:

   a. play
   b. songs
   c. poems
   d. program

4. Practices were scheduled which enhanced regularly scheduled lessons.

5. Requests to principal for:

   a. materials
   b. setting up chairs for parents
   c. date and time to schedule program
   d. room number in which parents and team teachers could work on costumes
   e. when the gym was available for practices

6. Meeting with parents to schedule the making of costumes.

7. Notes to teachers in adjoining rooms:

   a. utilization of their rooms for team teaching
   b. arrangement of their rooms to house guests:

      (1) faculty
      (2) portal school
      (3) custodial staff
      (4) aides
      (5) parents
      (6) children

8. Contact librarian for:

   a. microphone
   b. record player
   c. tape recorder
   d. bibliography:

(1) children's
(2) teachers'

e. all audio visual aids

9. Programs were designed so that it was a constructive coloring lesson when children returned to their rooms after the play. See Appendix.

10. Notes were sent home and copies of the play to children who were not "Christian." See Appendix.

a. Black Jews
b. Muslims
c. Jehovah's Witnesses
d. Seventh Day Adventists

11. A classroom was designed as a stage:

a. tickets of admission were distributed
b. ushers were assigned to distribute programs
c. seating arrangements were diagrammed for classes and areas allocated for them and guests.

Organization for Poetry Hour

1. Select theme and outline of program. See Appendix.

2. Planning with the Librarian:

a. to arrange for a date and time
b. to select books of poetry
c. to decorate library
d. to aid in rehearsals

3. Selection of the poetry.

4. Designing Bulletin Boards to arouse interest of the school children.

5. Decorating the library.

6. Lesson plans.

7. Instruction of subject matter.

8. Rehearse for presentation--9 - 10:00 a.m. Friday mornings.

Phonetic and Structural Analysis Skill Chart

Pre-Reading

1. Auditory Discrimination

   The pupil:

   a. Listens to and identifies common sounds.
   b. Listens for rhymes and rhyming words.
   c. Hears likeness and differences in the beginning of words.

2. Visual Discrimination

   The pupil:

   a. Recognizes likeness and differences in geometric forms, letters, words.
   b. Has visual recognition of letters of the alphabet.
   c. Begins to acquire an initial sight vocabulary.

3. Word Recognition Skills--Pre-Primer

   The pupil:

   a. Learns the entire sight vocabulary of whatever pre-primers or beginning materials are being used.

b. Uses the following word analysis elements:

(1) Single consonants in initial positions
(2) Final consonants
(3) Initial consonant digraphs:

(a) ch
(b) sh
(c) th

(4) Plural forms: - s as in toys, dogs
(5) Inflectional endings s as in comes, ed as in jumped

c. Begins to handle alphabetic sequence.
d. Makes new words from known words by applying the above phonic elements.

Primer

The pupil understands and uses the following word analysis elements.

a. Final consonant digraphs including ng.
b. Vowels--short and long
c. Two and three consonant blends.
d. Inflectional endings, example--ing as in going.
e. Compound words, example--grandmother.
f. Contractions, example--I'll.
g. Possessives, example--Ann's.

4. Level Four: Book 1

The pupil retains all skills gained in the previous levels.

Word Recognition Skills

The pupil uses the following word analysis elements:

a. Consonants in all positions.
b. Digraphs in all positions.
c. All two- and three-letter consonant blends.

d. Diphthongs oy, oi, and ow.
e. Short and long vowels.
f. Open and closed syllables as help in syllabication.
g. Simple vowel digraphs, for example,

(1) oa as in goat
(2) aī as in rain
(3) ea as in each.

h. Plural es as in dresses, churches, boxes.
i. Irregular plurals, for example,

(1) f changing to v in leaves
(2) men, children.

j. Variant ed as in caged, or as an extra syllable in handed.
k. Syllabication.

5. Level Five: Book 2

The pupil retains all skills of previous levels.

Word Recognition Skills

The pupil uses the following word analysis elements:

a. Single consonants in all positions.
b. Consonant digraphs in all positions.
c. All two- and three-letter consonant blends.
d. Long and short vowels.
e. "Hard" and "soft" c and g.
f. Vowel digraphs such as

(1) ie as in lie, believe
(2) ea as in break, bread
(3) aī as in rain.

g. Vowel diphthong ou as in cloud, foul.
h. Vowel affected by r, l, and w.
i. Higher level compound words, contractions,

possessives, inflectional endings, plurals, root words, prefixes and suffixes, syllabication.

6. Level Six: Book 2

Word analysis elements:

a. All previously specified elements.
b. Higher level compound words.
c. Higher level prefixes and suffixes.
d. Higher level contractions.
e. Comparative and Superlative endings.
f. More complex syllabication.

7. Level Seven

The pupils retain all skills of previous levels.

Word Recognition Skills

a. Change y to i when adding es, ed, ly, ful, er, est.
b. Variant spellings of similarly pronounced word element, such as,

(1) tion, sion, cion
(2) cious, tious, xious
(3) teous, as in "righteous"
(4) tial, cial as in "partial."

c. Variant pronunciations of similarly spelled word elements, such as,

(1) ough as in cough, rough, through, bough
(2) ow as in know, now
(3) ou as in soul, pour, ghoul, would.

d. Other variant spelling silent consonants, such as,

(1) b as in doubt, lamb
(2) c as in scene, scissors
(3) d as in bridge
(4) g as in sign, gnaw
(5) h as in where, what
(6) k as in knife, know

(7) l as in could, talk
(8) n as in autumn, hymn
(9) p as in pshaw, pneumonia
(10) t as in often, listen
(11) w as in write, wrap.

e. Unusual spelling, such as,

(1) f as in laugh, Philadelphia
(2) k as in pack, biscuit, chemistry, liquor
(3) sh as in ocean, special, sure, tissue
(4) t as in asked, stopped, looked
(5) v as in Stephen
(6) w as in choir, quick
(7) z as in use, has, scissors.

8. Level Eight: Book 3

Pupil retains all skills of previous level.

Word Recognition

The pupil understands and uses the following word analysis elements:

a. Major diacritical marks.
b. Phonetic respelling.
c. Primary and secondary accents.
d. Higher level affixes.
e. Higher level abbreviations.
f. Increasingly complex polysyllabic words.
g. Guide words in dictionary.

Speaking Skills

1. Use loud sounds to convey meaning: Play the arrow game. Read a story about a trip to the zoo. Stop at each animal until the children have made the animal sound. They make the sound as loud or as soft as the arrow indicates. This is practice in modulating the voice in preparation for their speaking parts in the play.

2. Emphasize the core of the idea being presented:

   How was Santa's sit-itus cured?

   What does "Eight are the Lights" mean?

   Re: "Eight are the Lights" in Appendix.

3. Getting meaning of new spoken words from pictures and context:

   Re: "Garden Year" in Appendix.

   Many new, descriptive words are used to describe the months which can be understood through context, eg., primrose. Re: "Jingle Bells" in Appendix.

   Many words are used which can be understood through context: eg., dashing. Re: Rudolph--shiney, in Appendix.

4. Classifying ideas:

   Who in the play are toys? What are people?

5. Observe sequence of ideas:

   Name people in the play in order.

   In "The Garden Year" how do we line up to recite? Why? (in order of the months).

6. Choral speaking:

   "Eight are the Lights."

7. Interpret the thought of the author:

   Choral speech "Eight are the Lights."

   The valor of the Jewish people, their history, the holiday of Hanukku.

8. Understanding that a sentence expresses a complete thought in light of the way poetry is written.

9. Using precision in tempo, pause, inflection and pitch variation.

   Recite "Eight are the Lights."

   Read with the correct tempo, pause, inflection and pitch variation to convey the spirit the people felt in this great achievement they gained over the Egyptians.

   Re: Rudolph. There are different moods expressed in this song which need a variation in pitch and tempo.

Listening Skills

1. Listen to Music:

   A lively version of "Rudolph the Red Nosed Reindeer" is played. The children discuss the meaning of the words and repeat the song and word patterns they have heard.

2. Enjoy poems as read or told by teachers or pupils:

   Read "The Garden Year" by Sara Coleridge. Listen for the rhyming pattern. Discuss why certain words were used for certain seasons.

3. Listen for correct speech sounds:

   Speech improvement is involved in all oral language activities. Children improve their speech primarily

by imitation and the teacher's own voice and speech present a good model. The teacher reads the narrator's parts. Children appointed then read their parts. The rest of the children listen for the correct speech sounds. Everyone is reinforced, child reciting and the criticizing child. The teacher is present for guidance.

4. Associate meanings with listening experience:
Children come to understand and listen to stories and poetry. Read "Eight are the Lights" by Ilo Orleans. Children are exposed to the tradition of another religion and some of the words used to express its history.

5. Construct visual images while listening:
Play "Jingle Bells." Children create a snow scene with black paper and chalk.

6. Listen in order to answer questions:
Read the play "Santa Sat and Sat and Sat."
Direct children to listen for the meaning of the title and what the outcome is.

7. Understanding that vivid descriptive words and action words develop sensory impressions:
Read the words to "Jingle Bells" and play the music. The words dashing and jingle create a vivid and lively feeling to the music. Also, the description of

laughing all the way. Ask children for the words that describe and what picture they get from the words.

8. Distinguishing between fact and fancy:

   Listen to the content of the play "Santa Sat and Sat and Sat."

   Ask these questions: "Can trees really dance?" "Can reindeer sing?" "Can children play bells?"

9. Listen to and draw logical questions referring to the play:

   Where did Santa go when he got up?

10. Listen to draw inferences:

    Did the reindeer play games with Rudolph after he lead Santa's sleigh? Referring to "Rudolph the Red-Nosed Reindeer."

11. Listen to make judgments:

    Referring to "Rudolph," why did Santa ask Rudolph to guide his sleigh?

12. Listen for generalizations:

    What season does "Jingle Bells" take place in?

13. Listen to follow directions to teach the dance of the wooden soldiers:

    The children must listen to follow directions.

14. Listen to perceive time and place relationships:

    In accord with the poem, "Garden Year," if this were the season of spring, how would you be dressed? Different from now or the same?

15. Understand meaning from context clues:

Referring to the month of April from the "Garden Year," April brings the primrose sweet, gathers daisies at our feet. What does primrose mean?

16. Interpreting facts and feelings from what the speaker has said:

Re: "Rudolph," Rudolph with your nose so bright, won't you guide my sleigh tonight? How did Rudolph feel?

17. Understanding that spoken words have multiple meanings:

Eight are the Lights.

What things create lights--candles, bulbs, sun.

18. Listen to perceive cause and effect relationships.

Re: Rudolph--why did Rudolph lead Santa's sleigh?

Re: Play--what made Santa finally get up?

19. Listen for sequence of events:

Mix up the events in Rudolph and have the children unscramble and put them in order.

20. Add to listening vocabulary through the use of contextual clues.

Lesson Plans--Grades 1 and 3

For the daily grouping practice in the morning, first graders whose level of instruction were Pre-Primer and Enrichment went to third grade class for one hour

(9:00 - 10:00 a.m.) daily; third graders whose levels of instruction were Oral Language Development, Readiness I, and Readiness II went to first grade class for one hour (9:00 - 10:00 a.m.) daily.

All activities suggested for faster workers or taken from experience chart stories were listed at the end of the day on a separate chart. Children who found themselves with free time were to complete any of the listed activities.

Scheduling for poetry hour practice was 9:00 - 10:00 a.m. in the Library.

The following pages are the lesson plans for one week. Elaine Carty taught twenty-nine first grade pupils, Jeannette Quinn taught thirty third grade pupils, and Wesley Holmes, the student teacher, came only in the afternoons.

(Sample plans for week
of December 4, 1972.)

MONDAY

Carty

9:00-9:30 a.m. Reading

Oral language experience story.
Motivate: picture of snow.
Scene: go over picture.
Write children's words, being sure to elicit
December
Christmas
Red
Snow

9:30-10:00 a.m. Phonics

Initial consonants of words: December, Christmas, red, green, snow. Indicate that it sometimes takes two letters to make a sound.

Activity--have five children set in chairs in front of room, read out a word starting with consonant sounds--dog, Christmas, ring, grouch. Class raises hands if these words begin with sounds in above words.

10:00-10:15 a.m. Recess

10:20-10:45 a.m. Math

Combine with music teaching xylophones, counting from 1 to 8. Spelling number words. Prepare for ordinal numbers (first through eighth).

Quinn

9:00-9:30 a.m. Spelling

Introduce new words and place in weekly spelling book.
Pass out seasonal pictures to class. Elicit

December	Christmas
naughty	toys
set	red
watched	green
ice	snow

For fast children: Create a winter scene using the spelling words (concepts) and allow four or five to tell the class about his or her picture.

9:30-10:00 a.m. Phonics

Have children listen for beginning sounds and say them orally as the teacher calls the word. Check to see if they hear when two letters are making one sound--ch, gr, sn. Call different words and have children write the sounds they hear on paper. (Use vocabulary words listed) check papers.

10:00-10:15 a.m. Recess

10:20-10:35 a.m. Language Chart

Develop a language experience story with activity at end for faster workers. Pull words from play, itself, describing and

Carty

10:50-11:00 a.m. Relief Exercises

"Dance of Toy Soldiers"--rhythmic moving and reinforce counting to eight.

11:00-11:30 a.m. Spelling

Words--Christmas, red, snow, December, green.

Quinn

Language Chart (Continued)

working with the children drawing events which occur in the child's environment.

10:40-11:05 a.m. Math

Review numbers from one to eight. Write number words. Introduce ordinal numbers first, second, third, etc. Make large xylophone ditto sheet and have children color first-red, second-green, etc.

11:05-11:50 a.m. Reading

Introduction of ng words page 26 in Lippincott Reader Book C. Consonant substitution--seatwork.

ong	ung	ang
rong	rung	rang
song	sung	sang
bong	bung	bang

Faster workers--read poem on page 27 and pull ng words from it. List on back of ditto sheet.

TUESDAY

Carty

9:00-9:30 a.m. Reading

Write a short Christmas story on experience paper, using the Play's vocabulary. Rewrite some story and cut and words, sentences, phrases, have children match with original story.

Review beginning sounds. Discuss ending sounds for phonics lesson at 9:30.

9:30-10:00 a.m. Phonics Final

Consonants of red, green, December, snow (vowel-go-over).
Read corresponding words for ending sounds. Example, ask for a word ending like red, man, bed. Children raise hands and underline about six at board. Do ditto sheet at desk.

10:00-10:15 a.m. Recess

Quinn

9:00-9:30 a.m. Spelling

Discuss spelling words at blackboards. Boardwork--fill in the missing words from your list.

1. _____ is the 25th of _____.
2. The color of ice and _____ is _____.
3. _____ children don't get _____ for Christmas.

About six sentences.

Activity

Draw a picture to show how snow makes you feel.

9:30-10:00 a.m. Phonics

Review vowels short and long (use record). Follow directions on record. Children after record, at seats mark vowels in spelling words, set, ice, snow (w in snow--acting as a vowel).

10:00-10:15 a.m. Recess

TUESDAY (Continued)

Carty

10:20-10:50 a.m. Math

Before and after, between--use children to help develop these concepts. Call on children to line up where directed. (In preparation for directions to be given in production of play.
Do ditto sheet--number before, after, between: _7 8 7_9, 6,7_.

10:50-11:00 a.m. Relief Exercises

"Dance of Trees"--rhythm--corresponding to music (O'Christmas Tree).

11:00-11:30 a.m. Spelling

Word race--words are placed on oak tog. As the word is called children 5 or 6 run to select the correct word. A point is scored for each correct answer. Children at seats write them down as correct word is shown.

11:30-11:50 a.m. Handwriting

Review strokes for letters which were missed most often from last week's lesson. Make individual sheets for very careless writers.

Quinn

10:20-10:35 a.m. Language Chart

Develop experience story. Use words from play, involve outside of school activities.

10:35-11:05 a.m. Math

Math vocabulary--Game Before, After, Between, Ditto sheet for seatwork--use Miss Carty's--put more difficult work on board for faster workers. Review spelling of ordinal numbers.

11:05-11:50 a.m. Reading

Review beginning sounds. See and Say--Voice and Sound control.
Read orally poem on page 27.
Faster workers from day before go over ng words they pulled from poem.

Questions--about six.
1. What season does the poem describe?
2. Why could it not be winter?
3. Name the spring months.

Carty

Quinn

Handwriting (Continued)

The other children copy five sentences-
experience story.
1. December is a cold month.
2. Red is the color of apples.
3. Christmas is a holiday.
and so forth.

Read over and check handwriting.

WEDNESDAY

Carty

9:00-9:30 a.m. Reading

Listen to Rudolph. Present children with the words to Rudolph--go over known words. Introduce some of the new in context--correspond words to music.

Activity: Draw an experience story in sequence from Rudolph--(cartoon style).

9:30-10:00 a.m. Phonics

Present a ditto with numbers on the parts of a picture. Color the parts that the numbers say:

1-red	3-white
2-green	4-blue

10:00-10:15 a.m. Recess

10:20-10:50 a.m. Math

Concepts of ordinal numbers and geometric shapes. Put objects on flannel board. Put the green square between the two red circles. Point to the first object, second object, etc. Do a ditto, with shapes on it, directions are to color, eg. color the circle between the green squares. Color the second circle red, etc.

Quinn

9:00-9:30 a.m. Spelling

Dictionary work--look up December, and naughty. Write meaning for each word.

9:30-10:00 a.m. Phonics

Present crossword color sheet. When completed will spell out all spelling words which deal with this time of year. The colors will form a Christmas tree.

10:00-10:15 a.m. Recess

10:20-10:35 a.m. Language Chart

Review last two. Using words from play elicit from children a short story about a reindeer.

Activity: Make a drawing of the reindeer.

WEDNESDAY (Continued)

Carty

10:50-11:30 a.m. Spelling

We write our own sentences with our spelling words. Snow is cold. December is a month. Copy for handwriting.

11:30-11:50 a.m. Hailstones & Halibut

Bones _____.
Red _____ Red is _____.
Pick out rhyming words.
What does red do? feel?

Quinn

10:35-11:05 a.m. Math

Use ditto from Miss Carty's class to review and diagnosis weakness for lessons--remainder of week.
Introduce number facts for seven and eight--number sentences
3+4=7 4+3=7

11:10-11:50 a.m. Reading

Listening activity--A Ride on a Sled--page 41--read to children--questions--
1. What time of year?
2. What could the children be doing if they were inside?
3. How are they dressed?

Activity: Draw a picture to show:
1. How things smell on a snowy day.
2. Give the picture a title.

THURSDAY

Carty

9:00-9:30 a.m. Reading

Combine social studies--picture of sled--one horse--in the snow (observations).
Do we still use this?
What season?
How do the people feel?
Record on experience paper.
Activity: draw a picture to show how snow makes you feel.

9:30-10:00 a.m. Phonics

Rhyming words in preparation for poetry. Give children paper snowmen. Whenever they hear two words that rhyme in the song Jingle Bells. The words the children find can be written on the snowman, the one with the most at the end of the game wins.

10:00-10:15 a.m. Recess

10:20-10:50 a.m. Math

Word problems--counting the people in the parts in the play:
How many reindeer?
How many toys?
How many trees?
If one is absent, how many left?
If we need six toys and there are only four, how many more do we need?

Quinn

9:00-9:30 a.m. Spelling

Spelling quiz--exchange papers for proof-reading.
Return papers. Write each word three times that was spelled incorrectly.

9:30-10:00 a.m. Phonics

(Workbooks listed in bibliography) Pages for review

ung ang ong /long and short vowels sounds/ silent gh

3 groups--group according to weak area.

10:00-10:15 a.m. Recess

10:15-10:35 a.m. Language Chart

Jingle Bells on display--
Write down thoughts expressed by children.
Should get words to Jingle Bells.

Activity: copy the words to the song and illustrate part of it.

THURSDAY (Continued)

Carty

10:50-11:00 a.m. Relief Exercises

Go over music for Jingle Bells, practice on xylophone.

11:00-11:30 a.m. Spelling

Christmas tree
Crossword puzzle
Go over directions.

11:30-11:50 a.m.

Copy experience story from reading lesson.
Review concepts and vocabulary.
Stress penmanship in preparation for invitations.

Quinn

10:35-11:05 a.m. Math

Make up word problems. Counting the people in the play, how many toys, difference, sum, related sentences.

11:10-11:50 a.m. Reading

Use Lippincott Workbook C. For class lesson page 39. Follow directions in Teachers' Manual.

FRIDAY

Carty

9:00-9:30 a.m. Create a morning story--date, weather, current events.
Have children read this over a microphone--together, rows, individuals. (Prep. for talking in front of a group.)
Go over sounds, rhythm and staying together.

9:30-10:00 a.m. Phonics

Evaluation of beginning sounds--sn, d, ch, r, gr--a ditto sheet with pictures--circle the correct letters.

10:00-10:15 a.m. Recess

10:20-10:50 a.m. Math

Evaluation of before, after, between and shapes.

10:50-11:05 a.m. Relief Exercises

Sing Rudolph and Jingle Bells.

11:05-11:30 a.m. Spelling

Word race for review.
Spelling test.

Quinn

9:00-9:30 a.m. Library

Librarian will read some of "Snow Storm Before Christmas" (listed).
There are fifteen of these books in the library, check to see how many take one out.
Children select a book to go home from a predetermined set chosen by the Team (for reading outside).

9:30-10:00 a.m. Spelling Test

Give two sentences from Tuesday's plan.
Call out words.

10:00-10:15 a.m. Recess

10:20-10:55 a.m. Language Chart

Activities are stapled, fastened or tied together to form a booklet.
Write brief stories for each picture--use words from Language Charts for week.
Give booklet a title.

11:00-11:25 a.m. Math Quiz

Use a review ditto sheet for evaluation of week's lessons.

FRIDAY (Continued)

Carty

11:30-11:50 a.m. Create an arrow story--have children make noises using the sounds in the play. Use animal sounds. Practice for modulation.

Quinn

11:25-12:00 a.m. Reading

Scramble words from story and poem. Ten words.
Questions on seasons,
A song of Spring--Poem
A Ride on a Sled--Story
Check manual for boardwork.

FLEXIBLE SCHEDULE FOR AFTERNOONS

First fifteen minutes of every afternoon was allotted to attend to the children's needs.

MONDAY

1:00-1:45 p.m.	Quinn--Penmanship, all children. Holmes--Supplies for costumes. Carty--Typing.
1:45-2:30 p.m.	Holmes--Music, songs. Quinn--Dance. Carty--Speech.
2:30-3:00 p.m.	Regroup for homework.

TUESDAY

1:00-1:45 p.m.	All teachers--Poetry.
1:45-2:30 p.m.	Holmes--Art. Quinn--Music and song, dance combined. Carty--Speaking clearly.
2:30-3:00 p.m.	Regroup for copying homework.

WEDNESDAY

1:00-1:15 p.m.	Copy homework in respective classes.
1:15-1:45 p.m.	Quinn--Penmanship, all classes. Holmes--Measure for costumes. Carty--Check on literature, books--library.
1:45-2:45 p.m.	Gym--all teachers practice timing in order to tape.
2:45-3:00 p.m.	Regroup.

FLEXIBLE SCHEDULE (Continued)

THURSDAY

1:00-1:15 p.m. Carty and Quinn--Homework and children's needs.
Holmes--Set art room for parents to help with costumes.

1:15-2:00 p.m. Quinn--All children--Inter level, formation of invitations and grouping, written rough copies by children.

2:00-2:45 p.m. Review speaking clearly--use music and poetry--go over words to songs and poems.

Carty--Typing
Holmes--With parents, art and costumes.

FRIDAY

1:00-1:45 p.m. Assembly

Holmes--Christmas songs.
Carty--Story of Hanukka, introduce Dreydle song.
Quinn--Preparation for art lesson on Monday (colors red and green).

1:45-2:45 p.m. Science Seasons

Quinn--Winter-Fall (all boys).
Carty--Summer-Spring (all girls).
Holmes--All oral language development children (9). All four seasons with pictures, records, filmstrips, discussions.

2:45-3:00 p.m. Regroup for dismissal.

CHAPTER V

CULMINATING ACTIVITIES

Conclusions

There are three basic culminating activities utilized in this unit: the Christmas play, the museum trip, and the poetry hour.

Therefore, the team has listed the organizational steps as they saw them in order to culminate the unit in each of the following areas:

1. Evaluate children on an interest, skills and achievement inventory.
2. Pool together learning from activities on organization of the play in order to:
   a. Prepare for a trip to the Academy of Natural Sciences (a lesson on seasons).
   b. Prepare for the culminating activity of a February Poetry Hour, with interpretive dance and song. This will encourage recreational reading and evaluate skills taught in the play.
3. Introduce other aspects of literature, style

and methods for follow-up and reinforcement of what has gone before this.

4. Make up an inventory to show growth and indicate where more intensive programming is needed.
5. Design a program where the children who have achieved the skills will be enriched.
6. Formulate a program of remediation for reinforcement of the necessary skills for the children who have not achieved them.
7. Post-test for results. See Chart 2.

Evaluation

The basic philosophy which permeated this unit was first, to use any motivational materials correlated with basic skills and subject matter as prescribed by the school system; second, to show that these materials could be used at any grade level in any grade; and third, to form an interest-based reading program by which children could learn and would learn to read.

Therefore, this unit has been developed as a means through which teachers could use their creativity and ability to use what is available: the interest of the children, the surroundings of the school and/or the materials available in a school, to form a functional interest-based reading program.

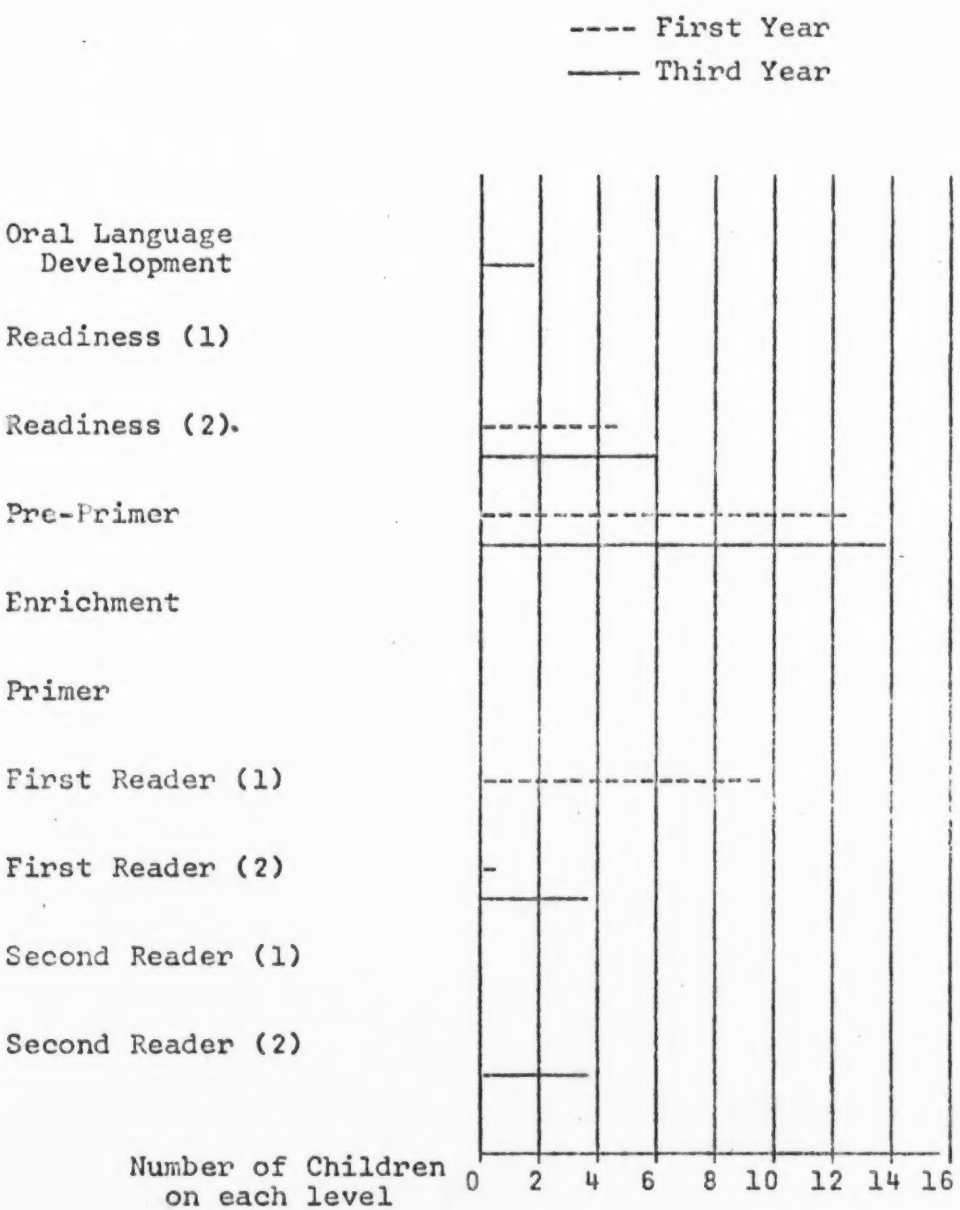

Chart 2--Post-test of Levels of Instruction Within Grades 1 and 3

The team believed this unit was designed as an eclectic approach to reading.

A look-say beginning was used, involving basic skills from linguistics, language-experience, programmed series, words in color, and some elements from Fernald. (See Cooper in Bibliography for Poetry Hour.)

This is believed to be an approach which could be utilized by one teacher in a traditional setting or a team of teachers in an open classroom situation.

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APPENDIXES

APPENDIX A

VOCABULARY

Many words are common to nearly every basal reading series. Such words as house, play, jump, like, I, may, see, we, etc., were incorporated in the materials selected.

These words were introduced through simple story forms, experience chart stories, and the reading and writing of the songs and poems utilized in this unit.

This vocabulary is necessary to any broad-based reading program. The children could then move comfortably from this unit of work into any reading series utilized within any given school situation.

The entire vocabulary is not listed; however, the poems for the Poetry Hour contain a wealth of pre-primer, primer, and first-year words.

"The Garden Year"--Poem by Sara Coleridge

the	garden	year
bring	snow	makes
our	feet	and
fingers	glow	rain
thaws	frozen	lake
again	breezes	loud
shrill	to	stir
dancing	daffodil	primrose
sweet	scatters	daisies (daisy)

"The Garden Year" (Continued)

at
nuts
whirling
treat
lambs
their
tulips
fills
with
cooling
gilly flowers
harvest
borne
gather
are
Christmas
flocks
dull
chill
of
skipping
fleecy
lilies
children's
posies
showers
corn
home
warm
pleasant
fast
by
pheasant
leaves (leaf)
fire
pretty
by
dams
roses
hands
hot
apricots
then
is
fresh
blast
sleet

Months

January
February
March
April
May
June
July
August
September
October
November
December

"I Have a Little Dreydle"--Song I

I
dreydle
out
then
when
and
shall
menorah
have
made
of
Chanuka
its
ready
now
little
it
play
clay
dry
oh
Shamos

"Jingle Bells"--Song II

dashing	ride	through
the	sing	snow
on	a	sleighing
tonight	one	jingle
open	oh	sleigh
what	o'er (over)	fields
hey	in	go
laughing	all	way
bells	bobtain	ring
making	spirits	bright
what	fun	it
is	to	

"Rudolph the Red-Nosed Reindeer"--Song III

Rudolph	the	red
nosed	reindeer	had
a	very	shiny
nose	and	if
you	ever	would
say	all	other
laugh	him	they
never	let	poor
join	eve	came
say	saw	it
even	glows	of
used	call	names
in	any	games
one	foggy	Christmas
Santa	with	your
so	bright	won't
guide	my	tonight
how	loved	as
shouted	out	glee
you'll	go	down
history		

"Santa Sat and Sat and Sat"--Play

Santa	sat	and
once	upon	a
time	dreadful	thing
happened	at	the
North	pole	Claus
became	afflicted	with
most	serious	disease

"Santa Sat and Sat and Sat" (Continued)

he	had	worked
hard	all	year
much	first	became
alarmed	she	together
agreed	something	be
done	after	one
give	orders	who
made	list	checked
twice	getting	toys
ready	for	Christmas
it	was	almost
time	to	leave
on	his	appointed
rounds	elves (elf)	were
bustling	about	when
suddenly	walked	over
rocking	chair	down
why	what	was
naughty	couldn't	possibly
get	deliver	presents
boys	girls	no
up	own	free
will	went	scurring
over	want	stop
happening	over	guessed
having	an	attack
sit	itus	just
there	looked	him
curiously	of	course
very	nice	occasionally
or	even	quite
often	but	decided
do	nothing	well
that	too	continuous
sitting	Santa's	plight
everyone	in	thought
had	answer	were
try	perhaps	them
working	hard	would
be	seized	and
overwhelming	desire	hi
ho	evidently	found
much	comfortable	else
didn't	realize	mind
as	instead	of
watched	them	work
group	good	can
relax	continued	several

"Santa Sat and Sat and Sat" (Continued)

trees
everything
hands
delightful
fret
lands
end
naturally
year
yes
glorious
perhaps
enough
coaxing
might
could
task
wouldn't
more
much
surely
occurred
convince
plans
mind
not
ran
misfortune
knew
rounds
from
wrong
rouse
were
his
into
such
topped
distant
abrupt
discussed
this
candles
told
you
letters
I'm

idea
jumping
remembered
fun
themselves
returned
seriously
changed
visit
inspire
land
love
alas
no
sleep
perform
curing
fall
probably
that
even
gone
an
even
been
funnier
think
reached
enjoyed
tried
poor
singing
taking
shame
snooze
own
great
see
cure
visiting
but
leave
alebrated
hear
spirit
school
town

care
winter
noise
merriment
felt
not
trip
many
wonderland
him
ice
strong
still
good
sure
impossible
laugh
off
didn't
heard
music
search
considered
overjoyed
why
so
news
stable
yearly
coax
come
failed
nap
wake
bells
excitement
wish
some
should
prepare
how
content
might
group
months
leaves
sleeping

"Santa Sat and Sat and Sat" (Continued)

you're	affliction	festival
happy	welcome	celebrating
entered	don't	giving
put	spring	persuaded
better	telling	sees
knows	awake	if
dance	grand	at
another	did	know
twelve	mood	garden
hooray	cry	coming
when		

APPENDIX B

SUPPLIES AND MATERIALS USED

1. water paints
2. paints (assorted)
3. finger paints (assorted)
4. paint brushes (assorted sizes)
5. oil cloth
6. paint cloths
7. easels
8. sponges
9. chalk (assorted)
10. black board erasers
11. envelopes
12. needles (assorted sizes)
13. thread (assorted)
14. yarn (assorted)
15. burlap
16. felt sws. (assorted)
17. magic markers (assorted)
18. crayons (assorted)
19. paper clips
20. paper fasteners
21. thumb tacks
22. ball point pens
23. safety pins
24. pencils
25. duplicator fluid
26. paste
27. rubber cement
28. stapler
29. masking tape
30. scotch tape
31. chairs
32. tables (3)
33. molding clay
34. twigs
35. cotton
36. tongue depressors
37. pipe cleaners
38. rulers
39. scissors (assorted)
40. make up kits
41. letter writing paper
42. crepe paper
43. oak paper
44. metalic paper
45. experience chart paper
46. experience chart booklets
47. corrugated paper
48. duplicating paper
49. construction paper
50. tissue paper
51. card board
52. 3 x 5 cards
53. 5 x 8 cards
54. Christmas lights
55. record player
56. records
57. tape recorders (large and small)
58. duplicating machine
59. drawings by children
60. instructor magazine
61. bells (assorted)
62. xylophones
63. portable P.A. system
64. ribbons (assorted)
65. composition paper

APPENDIX C

PROGRAM AND PLAY

Program

"Santa Sat and Sat and Sat"
A Christmas Play by
Rooms 202 and 101

Cast:

Santa--Ralph

Elves--Randy, Johnny, Frank, Robert S., and Robert B.

Trees--Linda Louis, Donna, Wanda, Mary, Christemma, Teresa P., and Gladys.

Toys--Sam, Keith, Walter, Clifton, and Abbas.

Reindeer--Wayne, Lonny, Ervin, Andre, Bernard, and Robert K.

Bells--Veronica, Belinda, Celeste, Dekota, Andrena, and Dea.

"Eight are the Lights"--Carla, Cynthia, John, Florine, Brack, Anthony, Gerald, and Kim.

Months of the Year:

January--Brian	July--Charlotte
February--William	August--Marcus
March--Theodore	September--Michelle
April--Marguerite	October--Andrena
May--Dea	November--Dane
June--Mary	December--Ralph

Narrators--Gladys, Veronica, James B., Wayne, Teresa, John, Terry, Diane, and Brack.

SANTA SAT AND SAT AND SAT

NARRATOR--Once upon a time a dreadful thing happened at the North Pole. Santa Claus became afflicted with a most serious disease. He had worked hard all year getting the toys ready for Christmas. It was almost time for him to leave on his appointed rounds. The elves were bustling about when, suddenly, Santa walked over to his rocking chair and sat down. Why? What was happening? You guessed it. He was having an attact of "sit-itus."

He just sat there.

The elves looked at him curiously. Of course it is very nice to sit--occasionally or even quite often. But, when Santa Claus decided to do nothing on Christmas Eve but sit, well, that was just too much!

Mrs. Claus was the first to become alarmed. She called the elves together. They all agreed that something must be done. But what? After all, Santa was the one to give the orders. It was he who made the list, and checked it twice. It was he who decided who was naughty or nice. They couldn't possibly order him to get up and deliver the Christmas presents to all the boys and girls. No, he must get up of his own free will. He must <u>want</u> to stop this continuous sitting!

Elves went scurrying all over the North Pole to tell of Santa's plight. Everyone in Santa Land thought they had the answer. The elves were the first to try. Perhaps if Santa saw them working very hard, he would be seized with an overwhelming desire to join them.

ELVES--"Hi Ho, Hi Ho." (4)

NARRATOR--Evidently Santa found his chair much too comfortable, or else he didn't realize what the elves had in mind. As he watched them work, he thought, "I have a good group of elves. I can relax. They will take good care of everything!" Instead of jumping up and working, he continued to sit.

Several Christmas trees had an idea. If they could only coax him into the winter wonderland. Yes, they must inspire him with an overwhelming desire to be out in the glorious land of ice and snow!

TREES--(Do a simple, circle type dance ending with the children standing to form a tree. "O Tannenbaum.")

NARRATOR--Perhaps Santa's love of ice and snow was not strong enough; for, alas and alack, he still sat. All their coaxing had done no good. They might just as well go to sleep. There would be no Christmas for they were sure no one could perform the impossible task of curing Santa's "sit-itus."

Mrs. Claus called in all the toys. If they could make Santa laugh hard, so very hard, why, he just might fall off the chair and then he wouldn't be sitting any more!

TOYS--(a gymnastic routine to "Dance of the Toy Soldiers.)

NARRATOR--As you have probably guessed, Santa didn't laugh hard enough. They must really think of something funnier to do. So, they all ran off to think.

News of Santa's misfortune reached the reindeer stable. The reindeer knew how much he always enjoyed his yearly rounds. So they too tried to coax Santa from his chair.

REINDEER--(Sing and act out "Rudolph the Red-Nosed Reindeer.")

NARRATOR--The poor reindeer had come at the wrong time. Their singing had failed to rouse Santa. He was taking a nap and didn't even know they were there. What a shame!

When Santa woke from his snooze, the bells decided to take things into their own hands. They remembered how much Santa loved all the excitement and noise of Christmas. That just might be the answer. They would make such a delightful din that when Santa heard them and saw what great fun they were having, he would surely wish to join them.

BELLS--(Jingle Bells" and xylophone playing.)

NARRATOR--Santa enjoyed all the merriment. He even tapped his feet a little to the music. Yes, it was fun to see the bells enjoying themselves but the thought never occurred to him to join them. No, he just sat!

Some of the elves had gone to distant lands in search of a cure for Santa's "sit-itus." They returned with boys and girls from many lands. The elves felt sure that the children could convince Santa that Christmas should not come to an abrupt end.

CHILDREN OF MANY LANDS--(A choral speaking "Eight Are The Lights.")

NARRATOR--Santa considered visiting the children. He thought seriously of calling his elves to prepare for the trip. He even discussed his plans with Mrs. Claus. Naturally she was overjoyed. But suddenly he changed his mind! He remembered how many boys and girls had been naughty this year. Why should he leave his comfortable chair to visit them? Not Santa! He was content to continue sitting.

The candles heard of Santa's affliction. They had just celebrated the Festival of Lights. They thought if Santa could see a little of their dance, he might be inspired.

CANDLES--(Dance the hora, "Drydle.")

NARRATOR--Their trip was a failure. Santa was very happy to see them. He thought it a grand idea to have the candles visit him. He told them they were welcome at the North Pole any time. He was happy to hear they were celebrating Hanukkah. But he still sat!

Just then another group entered.

TWELVE MONTHS OF THE YEAR.

NARRATOR--Did their plan work? Oh, you don't know what their plan was? Well, they were sure they could get Santa into the spirit of Christmas giving. Surely with twelve days to put him in the mood--but, no, he just sat!

Just then the elves returned with letters from the children of Spring Garden School. Do you think Spring Garden children persuaded Santa to get up?

ELVES--(Read letters previously written.)

SANTA--(After the last letter, gets up and gets ready to leave.)

ALL--Santa's "sit-itus" is cured! Hooray! Hooray! Hooray! Entire group leaves singing. . .

APPENDIX D

JINGLE BELLS

Dashing through the snow on a one horse open sleigh,
O'er the fields we go laughing all the way,
Bells on bob-tail ring, making spirits bright,
What fun it is to ride and sing a sleighing song tonight.

Jingle bells! Jingle bells!
Jingle all the way!
Oh, what fun it is to ride in a
One horse open sleigh!
Jingle bells! Jingle bells!
Jingle all the way!
Oh, what fun it is to ride in a
One horse open sleigh! Hey!

APPENDIX E

RUDOLPH, THE RED-NOSED REINDEER

Rudolph the red-nosed reindeer had a very shiny nose,
And if you ever saw it, you would even say it glows.
All of the other reindeer used to laugh and call him names
They never let poor Rudolph join in any reindeer games.
Then one foggy Christmas eve Santa came to say,
"Rudolph with your nose so bright, won't you guide my sleigh tonight?
Then how the reindeer loved him and they shouted out with glee,
Rudolph the re-nosed reindeer, you'll go down in history.

APPENDIX F

THE GARDEN YEAR

by

Sara Coleridge

January brings the snow,
  Makes our feet and fingers glow.
February brings the rain,
  Thaws the frozen lake again.
March brings breezes loud and shrill,
  To stir the dancing daffodil.
April brings the primrose sweet,
  Scatters daisies at our feet.
May brings flocks of pretty lambs,
  Skipping by their fleecy dams.
June brings tulips, lilies, roses,
  Fills the children's hands with posies.
Hot July brings cooling showers,
  Apricots and gilly-flowers.
August brings the sheaves of corn,
  Then the harvest home is borne.
Warm September brings the fruits,
  Sportsmen then begin to shoot.
Fresh October brings the pheasant,
  Then to gather nuts is pleasant.
Dull November brings the blast,
  Then the leaves are whirling fast.
Chill December brings the sleet,
  Blazing fire and Christmas treat.

APPENDIX G

EIGHT ARE THE LIGHTS

by

Ilo Orleans

Eight are the lights of Hanukka
  We light for a week and a day.
We kindle the lights, and bless the Lord,
  And sing a song and pray.

Eight are the lights of Hanukka,
  For justice and mercy and love,
For charity, courage and honor and peace,
  And faith in Heaven above.

Eight are the lights of Hanukka,
  To keep ever bright Memories
Of the valiant soul and the fighting heart
  And the hope of the Maccabees!

APPENDIX H

POEMS FOR FOLLOW-UP ACTIVITY OF CLASSROOM TEACHERS

The theme of the Poetry Hour was:

Poetry is . . .

Colorful

Rhythmic

Everyday

Being You.

LIST OF POEMS

1. Colorful: "What would you choose . . ."
   by Karla Kuskin.
   All girls--First and Third grades.
2. Rhythmic: "Sound of Fire"
   by Mary O'Neill.
   First grade.
3. Everyday: "Indian Children"
   by Annette Wynne.
   First and Third grades.
4. Being you: "If you could be loud . . . "
   by Karla Kuskin.
   Two children.

5. Colorful: "Like Acrobats . . . "

by Mary O'Neill.

A small group from Third-grade--Dance.

6. Rhythmic: "Weather is Full of the Nicest Sounds."

by Aileen Fisher.

Third grade.

7. Everyday: "Get 'Em Here"

by Lee Bennett Hopkins.

Two boys.

8. Being you: "We Real Cool"

by Gwendolyn Brooks.

Four children.

9. Colorful: "Snowstorm"

by Rhoda Bachmeister.

First and Third grades.

10. Rhythmic: "Music"

by Mary O'Neill.

Two girls--First grade.

11. Rhythmic: "Young, Gifted, and Black:

by Nina Simone.

Boys from First and Third grade.

12. Everyday: "No Littering"

by Norah Smaridge.

Three girls.

13. Being you: "People"

by Lois Lenski.

First grade.

14. Colorful: "Color"

by Langston Hughes.

Two boys--Third grade.

15. Everyday: "Woodchuck"

by Aileen Fisher.

Four boys--First grade.

16. Being you: "Conversation"

by Eve Merriam.

Small group.

17. Colorful: "The Colors Live . . . "

by Mary O'Neill.

First and Third grades.

18. Being you: "Funny"

by Aileen Fisher.

Four girls--Third grade.

19. Being you: "The Negro Speaks of Rivers"

by Langston Hughes.

Third grade.

20. Being you: "Fingers"

by Eve Merriam.

21. Being you: "Open Range"

by Byron Jackson.

Two people.

Programs for both teachers and children were contained in colorful, P-shaped folders.

The teacher's program contained a list of the poems as appears on pages 66-68, and a complete bibliography.

The children's program contained two poems, a coloring activity, a writing activity and a rhyming activity.

The programs were designed as follow-up material for teachers and students.

Color me

Appendix I

San Sat And Sat And Sat

A Christmas play

by rooms 202 and 101

APPENDIX J

LETTERS TO PARENTS OF NON-CHRISTIAN CHILDREN*

December 1972

Dear_____, (Parent's name)

Our "Little People" are planning to present a Christmas play. I am sending a copy of the play to you for your evaluation. Will you read it please and let us know if we are free to allow your child, _____(child's name) to participate?

Thank you for your time and interest.

Sincerely,

Jeanette Quinn
Elaine Carty

I will allow my child to participate _____

I would not like my child to participate in this activity _____

Name _____

*Each of these notes were hand written to every parent of a non-Christian child.